

Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at Loma Linda University

April 30, 2008

Overview of This Report

This agenda report includes the findings of the Accreditation Team visit conducted at Loma Linda University. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the attached report, the accreditation recommendation is **Accreditation**.

Common Standards and Program Standard Decisions For all Programs offered by the Institution or Program Sponsor

Common Standards

	Standard Met	Standard Met with Concerns	Standard Not Met
1) Education Leadership	X		
2) Resources	X		
3) Faculty	X		
4) Evaluation	X		
5) Admission	X		
6) Advice and Assistance	X		
7) School Collaboration	X		
8) District Field Supervisors		X	

Program Standards

	Total # of Program Standards	Number of Program Standards		
		Standard Met	Standard Met with Concerns	Standard Not Met
Pupil Personnel Services: School Counseling	32	30	2	0
Clinical Rehabilitative Services: Language, Speech and Hearing	19	19	0	0

The following was completed in accordance with the procedures approved by the Committee on Accreditation:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Self-Study Report
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: Loma Linda University

Dates of Visit: April 27-30, 2008

Accreditation Team

Recommendation: Accreditation

Rationale:

The unanimous recommendation of Accreditation was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, program completers, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards—

The team found ample evidence through document review and interviews that Common Standards 1-7 were met. Common Standard 8 was met with concerns.

Program Standards –

Two program standards were found to be met with concerns in the Pupil Personnel Services Credential Program: School Counseling. They were standards 31—Field Experience and 32—Determination of Candidate Competence.

The team found ample evidence through document review and interviews that all Program Standards in the Clinical Rehabilitative Services: Language, Speech and Hearing program were met.

Overall Recommendation –

Since all Common Standards and the preponderance of Program Standards were met, the team's unanimous recommendation is Accreditation.

On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

Pupil Personnel Services Credential
School Counseling

Clinical Rehabilitative Services
Language, Speech and Hearing

Staff recommends that:

- The institution's response to the preconditions be accepted.
- Loma Linda University be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Loma Linda University continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Leader:

Marsha Savage
Santa Clara University

Common Standards Cluster:

Helene Mandell
Cal State TEACH, California State University

Pupil Personnel Services: School Counseling

Diana Stephens
California Lutheran University

Clinical Rehabilitative Services: Language, Speech and Hearing

Margaret Parker
California State University, Dominguez Hills

Staff to the Accreditation Team

Jan Jones-Wadsworth, Consultant

Documents Reviewed

University Catalog
Institutional Self Study
Course Syllabi
Candidate Files
Fieldwork Handbooks
Follow-Up Surveys

Part-Time Faculty Policies
Needs Analysis Results
Field Experience Notebooks
Schedule of Classes
Advisement Documents
Faculty Vitae

Interviews Conducted

	Team Leader	Common Standards	Advanced Credential Cluster	TOTAL
Program Faculty	3	3	21	27
Institutional Administration	15	5	4	24
Candidates	0	4	38	42
Graduates	0	1	11	12
Employers of Graduates	0	1	8	9
Supervising Practitioners	0	0	14	14
Advisors	1	0	0	1
School Administrators	0	0	5	5
Credential Analysts and Staff	0	0	0	0
Advisory Committee	0	7	9	16
Chaplain	0	2	0	2
TOTAL				152

Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background information

Loma Linda University, founded in 1905 is a Seventh - day Adventist coeducational health sciences university located in Loma Linda, California approximately sixty miles east of Los Angeles. While the mission of the institution is to provide education in wellness and whole person care, Loma Linda University has attained international recognition in pioneering work in medical and mental health education. The campus includes the Faculty of Graduate Studies and the following eight schools: School of Allied Health Professions; School of Dentistry; School of Medicine; School of Nursing; School of Pharmacy; School of Public Health; School of Religion; and School of Science and Technology. There were 4071 students enrolled fall 2007 of which 3707 were full-time equivalent students. The student population represents 91 nations.

Education Unit

Loma Linda University supports two credential programs. They are the Clinical Rehabilitative Services: Language, Speech, and Hearing Credential Program (LSH) housed in the School of Allied Health and the Pupil Personnel Services: School Counseling Credential Program (PPS) housed in the School of Science and Technology.

The Clinical Rehabilitative Services Program has been at Loma Linda campus since 1987. Prior to that time, it was housed at the La Sierra Campus then a part of Loma Linda, beginning in the early 1950s.

The School Counseling Credential Program was approved by the Commission on Teacher Credentialing in 2004. Within the Department of Counseling and Family Sciences there are two

separate processes whereby candidates may qualify for the credential. The first option is the 74 unit M.S. in Counseling which includes the credential requirements within its degree program. The second option is the School Counseling Certificate program which is open only to the department's Marital and Family Therapy candidates and adds the credential requirements to their degree requirements. The School Counseling Credential Program will be graduating its first two candidates in May 2008.

Currently, the university employs 1368 full-time faculty and 370 part time faculty. Full-time equivalent (FTE) faculty totals approximately 1552. There are eight full time faculty and six adjunct faculty in the Pupil Personnel Services: School Counseling Credential Program. The Clinical Rehabilitative Services: Speech, Language and Hearing Credential Program has six full time faculty and eleven adjunct faculty.

Table 1
Program Review Status

Program Name	Program Level (Initial or Advanced)	Number of program completers (2006-07)	Number of Candidates Enrolled or Admitted
Pupil Personnel Services: School Counseling	Advanced	New Program	10
Clinical Rehabilitative Services: Speech, Language and Hearing	Advanced	15	24

The visit

Four team members including the team leader, one member for Common Standards and one member for each of the two credential programs met at the hotel on Sunday, April 27, 2008 with the CTC staff consultant. After the initial team meeting, the team traveled to campus and reviewed documents until the "Welcome Dinner." After dinner, the Vice Chancellor for Academic Affairs made a brief presentation about the institution. Then the team returned to the hotel where they discussed preparations for the schedule including interviews and presentations about the credential programs. Monday morning the Team met with the Vice Chancellor of Academic Affairs, the two Deans and each Program Director and Program Chair who provided an overview of their programs. Then Monday, April 28 through Tuesday afternoon, the team members visited the administrators, faculty, support staff, clinics, school sites, advisory committee members and other stakeholders to learn about the credential programs. Tuesday morning the Team Leader and CTC Consultant met with Administrative staff to present and discuss the mid-visit report. The team then completed the report and the Exit Report was held Wednesday morning, April 30, 2008.

Common Standards

Standard 1: Educational Leadership

Standard Met

Findings

Loma Linda University has a clearly articulated mission and vision that is fully supported by the credential programs. There are several bodies providing leadership to the programs, including the Ad Council, Chancellor's Leadership Council, the Academic Affairs Committee, and the Deans' Council. The directors of both programs are highly involved with candidates and know each of them personally. The schools, departments, and programs receive a great deal of institutional support in order to respond to their candidates' needs. While the leadership of both credential programs is mainly the responsibility of the directors, university administrators reported that the schools' strategic plans include "succession planning" to support capacity building.

Areas of Strength in Standard Implementation

Both program directors are highly qualified and highly respected. Their energy, dedication, and responsiveness are commendable.

Areas for Growth in Standard Implementation

Academic policies and decision-making at the program level need to be vested in more than one individual.

Standard 2: Resources

Standard Met

Findings

Loma Linda University has a wealth of resources to support the operational needs of the programs and the educational needs of the candidates. The structure promotes fiscal responsibility at the school and department level and enhances the collaborative working relationship across the University. Library, computer resources, and support personnel are generous. The University provides a library liaison to each school who responds to requests from departments and programs. The LLU library, through various consortia has over 19,000 electronic titles. It is also part of a regional system of libraries to ensure students have access to a wide range of texts and journals.

Areas of Strengths in Standard Implementation:

The University, including candidates in both credential programs, provides a full array of services to local communities.

Standard 3: Faculty

Standard Met

Findings on Standards:

Both programs have a critical mass of faculty that fully support the breadth and depth of curriculum content. Faculty regularly integrate cultural, ethnic, socioeconomic and gender issues into coursework. Many PPS faculty teach in several programs within the departments and schools. Faculty in both departments demonstrate collegiality and collaboration in a variety of

ways. Newer faculty reported receiving sample syllabi, course assignments, materials, etc. prior to teaching as well as regular mentoring throughout the year.

Areas of Strengths in Standard Implementation:

Generous professional development opportunities and financial support are available for all faculty. Faculty have earned universal respect from students, graduates, and employers for being able to combine high expectations, a caring demeanor, and a commitment to helping students succeed. Faculty are praised for being available in their offices on a regular basis as well as by phone and email.

Standard 4: Evaluation

Standard Met

Findings on Standards:

The deans of both schools described comprehensive and systematic program review procedures. All stakeholders reported multiple opportunities for programmatic input. Candidates complete a student rating form at the conclusion of every class, and instructors are provided summaries, including open-ended comments. Several members of the two Advisory Boards reported suggested changes that were promptly actualized. The team was also provided examples of how evaluation data resulted in program revision/improvement (a new course was added in LSH titled “Public School Issues”).

Areas of Strengths in Standard Implementation:

The current directors of both credential programs are extremely open to suggestions regarding the program and implement changes quickly and efficiently.

Standard 5: Admissions

Standard Met

Findings on Standards:

The Pupil Personnel Services: School Counseling Program and the Clinical Rehabilitative Services: Language, Speech and Hearing Program have clear and detailed admission procedures and criteria that are available in printed and electronic form. Multiple measures, including prior experience, GPA, GRE, CBEST, essay, letters of recommendation, and personal interview ensure high academic achievement and suitability for professional service.

Areas of Strengths in Standard Implementation:

Incoming students easily navigate the admission process. Potential LSH candidates are assigned a “pre-admission advisor” following their first contact with the university. The PPS Program has a comprehensive and collaborative process for admitting new students, which includes a team of three faculty members who interview each student.

Standard 6: Advice and Assistance

Standard Met

Findings on Standards:

Faculty and staff are available to advise and assist candidates. Written information regarding program requirements is delineated in clear and thorough student handbooks. Staff and faculty

are readily available to answer any questions candidates might have. Each program uses individualized advising/tracking sheets to assist students in meeting all program and credential requirements. LSH candidates attend an orientation at the beginning of the year where the student handbook is reviewed.

Areas of Strengths in Standard Implementation:

Loma Linda University's strengths are the quality of personal relationships between students, staff, and faculty members as well as a commitment to student success. Students report a very high level of support and assistance from the faculty and the staff. Each PPS candidate receives a one-on-one orientation with the Assistant Dean for Academic Affairs.

Standard 7: School Collaboration

Standard Met

Findings on Standards:

School site placements are made through personal connections between program directors and school site supervisors. Long-standing affiliations exist between LLU faculty and school personnel. Students reported having input regarding location of field placement. Program directors try to match candidates with site supervisors who can best meet their individual needs.

Areas of Strengths in Standard Implementation:

Advisory Board members in both programs are fully invested in the programs' success. A member of the LSH Advisory Board reported, "Local needs are being met."

Areas for Growth in Standard Implementation:

In the PPS program, informal relationships with site supervisors have not been fully institutionalized to ensure that they will continue beyond the tenure of individual faculty who have developed them. Explicitly written criteria for selection of school site placements, as well as other processes and procedures would enhance capacity building.

Standard 8: District Field Supervisors

Standard Met with Concerns

Findings on Standards:

Procedures are clearly articulated for selection of field supervisors in both the LSH and PPS programs. The team found evidence that field supervisors are oriented and trained in their supervisory roles. In the PPS program, the majority of the responsibilities for program implementation rest solely with the program director and an administrative assistant.

Areas Strengths in Standard Implementation:

LSH field supervisors reported they appreciated the comprehensive "Handbook for Clinical Instructors in Speech-Language Pathology and Audiology" developed by the program director. In the LSH program, field supervisors are given the option to attend Continuing Education Courses tuition-free, whereby they can earn units in recognition of their service to the University.

Areas for Growth in Standard Implementation:

The PPS program faculty and staff managing the fieldwork requirements may need to be increased to accommodate current and future needs.

Pupil Personnel Services School Counseling

Findings on Standards

After review of the institutional report and supporting documentation as well as the completion of interviews of candidates, employers, full and part time faculty, the team determined the Pupil Personnel Program with specialization in School Counseling has met all Generic Standards.

In addition, School Counseling specialization Standards 17 through 30 have been met.

Specialization Standard 31 was found to be Met with Concerns

The team found (a) inconsistent verification of candidate contact hours with diverse populations and (b) inconsistent evaluation of candidate performance during field experience that supports candidate skill acquisition.

Specialization Standard 32 - Met with Concerns

The team found Inconsistent implementation of the summative evaluation procedures established for district and institutional supervisors.

Strengths in Program Implementation

The program director and administrative assistant are to be commended for the personalized service they provide to each candidate.

The faculty, staff and advisory board reflect a high level of dedication, professionalism and overall commitment to serving the needs of their candidates. Numerous students commented on the care, encouragement and support they receive by both faculty and staff.

Candidates are enthusiastic, confident and dedicated to serving children, families and school personnel in their field site experiences. Field supervisors and administrators are eager to provide placement of candidates because of their “exemplary” preparation.

Areas for Growth in Program Implementation

The team recognizes that this is a new credential program still in the early stages of development. Systematizing and consistently implementing the processes and activities of the program will strengthen candidate competency and programmatic accountability.

Clinical Rehabilitative Services Language, Speech and Hearing

Findings on Standards

Based on careful and thorough reviews of the institutional report, supportive documentation, and interviews conducted with candidates, graduates, full-time and part-time faculty, collaborating school personnel and fieldwork supervisors, the team determined that all program standards are met for the Clinical Rehabilitative Services: Language, Speech and Hearing Credential Program.

Areas of Strengths in Program Implementation

The program has an established reputation as a leader in the preparation of speech and language pathologists. The faculty is to be commended for including issues of socioeconomic, cultural, ethnic, and gender diversity in all academic coursework and in directed teaching settings. Students are prepared to work with students from birth to age 22 with a wide variety of speech and language disorders and differences. Students are trained extensively in working with bilingual and bidialectal individuals. Graduates of the program are actively recruited and hired by local school districts. Alumni readily serve as members of the Advisory Board, contract faculty and supervisors of directed teaching. Advisory Board members also include leading practitioners in the schools, agencies, and health facilities. Faculty respond quickly to student needs, recommendations from Advisory Board members and directed teaching supervisors. Recommended changes have led to a revision in the course sequence, the addition of a new course dealing solely with public school issues, and the development of program evaluation forms. Based on reports from Advisory Board members and site supervisors in the schools, the faculty responds to needs in the community and to requests for program development by colleagues. Such requests have led to the establishment of clinics in the community and the development of a course in Autism Spectrum Disorders with an accompanying clinical practicum.

The program is to be commended for requiring all students to complete the requirements for the Clinical Rehabilitative Services Credential: Language, Speech and Hearing in public schools. Graduates of the program strongly endorse this requirement.

The program faculty are to be commended for their accessibility to students on a daily basis, the ongoing evaluation of student progress in coursework and in practicum activities, the hands on supervision they provide students, the level of dedication to the wholeness of the students, and the level of professionalism and collegiality they model for their students.